



Cooerwull School Plan

2009 - 2011



School Plan for 2009-2011

School context

Cooerwull Public School is a PP3 public school, located on two sites, and is in the Bathurst School Education Group within the Western Region of the Department of Education and Training of NSW. The school caters for Kindergarten to Year 6 students with a current enrolment of 376 students. There are 35 Indigenous students and 10 NESB students. Students are drawn from the City of Lithgow and its surrounding areas. The school population has been steadily declining for the past 5 years. The composition of the school community has also changed over the years with the changing nature of the populace in the Lithgow city area. The closure of significant industry within the city, the establishment of a prison facility and the failure to attract new employers into the city have all impacted on the school's culture.

Best Start data indicates a very high proportion of students at the beginning stage of Literacy and Numeracy learning and so there are significant opportunities to enhance the literacy knowledge of Kindergarten students through pre-k programs with both parents and children. The School's NAPLAN results indicate significant growth in students results as they move through the school.

The school has a stable leadership, teaching and support staff. This has provided a sound basis for the provision of a continuum of learning activities. There is a strong tradition of sporting and music activities within the school. The school participates in the PSSA sporting knockouts and the DET Arts unit Opera House performance each year for recorder and choral groups.

The school has a strong and consistent student resilience program and takes pride in the students developing a strong sense of self and pride in their achievements. Continuation and expansion of these programs will be a focus under the National Partnership program.

Priority Areas (3 Year horizon)

Within a Quality Teaching environment:

- Maintain the improvement in literacy – reading and writing skills K-6, with a particular emphasis on writing, grammar and punctuation skills.
- Ensure that explicit and systematic use of mathematical sub-strands is continued.
- Enhance the opportunities of staff in catering for different learning styles and the needs of gifted and talented (GATS) students K-6.
- Refine our Student Welfare and Discipline Policy.
- Increase students' understanding of ICT skills through explicit teaching.

Targets (1 year horizon)

- Increase number of students in the proficient bands of NAPLAN (2008 Literacy Yr 3 – 4 students; Yr 5 – 0 students) Numeracy (2008 Numeracy Yr 3 – 8 students; Yr 5 - 1 student) by 5%.
- To raise ATSI students achievement by 5% in Year 3 & 5 writing.
- Increased usage of computers in classroom teaching and learning as evidenced in classroom programs.
- Increase % of students and parents engagement in whole school activities in both social and learning contexts.

The plan has been endorsed and approved by:

Principal:		Date:		School Education Director:		Date:	
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Principal's initials: _____

School Education Director's Initials _____

Intended Outcomes:

- Improve literacy, reading and writing skills K-6, with a particular emphasis on grammar and punctuation skills.
- Aboriginal students achievement in Literacy improved
- *Best Start* assessment program in Kindergarten used to determine teaching programs
- High expectations of teaching and learning evident in all classrooms
- All students actively directing and assessing their learning

Target/s:

- Increase number of students in the proficient bands of NAPLAN to state level (2008 Literacy Yr 3 – 4 students; Yr 5 – 0 students) by 5%
- To raise ATSI students achievement by 5% in Year 3 & 5 writing
- K – Yr 2 - increase the percentage of students achieving year appropriate regional benchmark level by 5%. (2008 K 71% (Regional 80%); Yr 1 68% (90%); Yr 2 73% (95%))
- Reduce the proportion of Year 3 students in the 25th percentile to 27% from 31% in 2010.

	Strategies	Indicators	Time Frame				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
A, D	Explicit teaching of writing techniques – text types, grammar and punctuation. Employ teaching mentors & SLSOs to support teaching strategies in the class room.	Teaching programs indicate explicit teaching of grammar and punctuation	X	X	X	X	All Classroom teachers NP Mentor	NP Staff Mentors (2.1 FTE) \$160,504 NP Staff SLSOs (2 FTE) \$84,153 NP Salary Allow. \$4,047 NP TPL \$6,000	1,3,4
A, D	Extension activities programmed for higher achievers in all grades. Use online strategies in Reading, Language conventions & Writing (Moodle site www.densioncollege.nsw.edu.au)	Proportions of students in each band above district targets. Moodle data	X	X	X	X	All classroom teachers AP Mentor teacher	NP Other (Moodle sub) \$700 NP Casual \$1980 NP TPL \$1,152	3, 4
A, B, D	Implement targeted programming and teaching activities to address areas of weakness identified by 2009 NAPLAN data analysis.	Closing the gap between School Mean & SD and State Mean & SD as indicated in NAPLAN analysis spreadsheet. SMART data training for all staff Team teaching and planning timetabled. SMART Data analysis reflected in teaching programs.	X	X	X	X	All classroom teachers	NP TPL \$3,000 NP Casual \$13,200 \$18,604	1, 2, 5
A, B, D	Investigate & implement an appropriate strategy to address Writing, Grammar & Punctuation	Study undertaken and report given to whole staff meeting. Program selected and TPL undertaken.	X	X	X	X	Literacy co-ordinator All 3-6 teachers	NP Casual \$21,120 NP TPL \$8,000 NP Cons \$1,756 NP Resources \$10,700	4

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	Strategies	Indicators	Time Frame				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
A, B, C, D	Implement <i>Jolly Phonics</i> , <i>Jolly Grammar</i> , & <i>Jolly comprehension</i> program in ES1, S1 and S2	Professional learning activities attended and ideas shared. Specific TPL for IWB usage. PL undertaken with L.P.S.	X	X	X	X	All K – 4 classroom teachers	Global \$1500 TPL \$900 NP Resources \$1880 NP TPL \$4000 NP Cons \$2,000	4
A, B	Link reading and writing strategies for improving students' outcomes.	Aboriginal students results in NAPLAN. Western benchmark percentages in K, Y1, Y2 achieved. <i>Best Start</i> assessment used to determine K teaching programs	X	X	X	X	All classroom teachers		4
A, B	Update and extended home reading program.	Students participating in home reading as indicated with home borrowing.	X				Literacy committee Classroom teachers	NP Resources \$3,000 NP Cons \$100	4,6
A, B	Use of interactive whiteboards to engage technology learners and diversify learning experiences.	Teaching programs reflect incorporation of interactive lessons. APs supervision and feedback.	X	X	X	X	All classroom teachers	NP TPL \$2,000 NP Resources \$7,100	4
C	Language and speech program developed for ES1 and S1 students in cooperation with WGEK schools. (Review BEL)	Program implemented; "speech therapist" directs program. Speech mentor team teaches with staff on a timetabled basis.	X	X	X	X	Principal AP Diane Aitkin	NP Casual \$5000 NP Other \$4,200 NP Resources \$1000 NP TPL \$1200 NP Cons \$300 NP Utilities \$200	6
A, B, C, D	Investigate and source what vocabulary and language courses are available (unis, private practice etc) to enhance reading and writing programs	Study undertaken and report given to whole staff meeting	X	X			Staff member	NP Casual \$1,320 NP Cons \$100 NP TPL \$900 NP Utilities \$250	1,4

Intended Outcomes:

- Ensure that explicit and systematic use of mathematical sub-strands is continued, with a particular emphasis on (Space and Data)
- Aboriginal students achieve at or above the average school level
- Implement *Best Start* assessment program in Kindergarten in improve Numeracy teaching practices
- High expectations of teaching and learning evident in all classrooms
- All students actively directing and assessing their learning

Target/s:

- Increase the percentage of students in the proficient bands for Numeracy (2008 Yr 3 – 8 students; Yr 5 - 1 student) by 5%
- To raise ATSI students achievement to at or above state growth rates in overall numeracy.
- Reduce the percentage of students showing minimum growth from 60.7% (2008 <80) to 50% by 2011.

	Strategies	Indicators	Time Frame				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
A,B, C	Explicit teaching of mathematical terminology and vocabulary. Employ mentor & SLSOs to support teaching strategies in the classroom.	Comparison between school median and national median shows improvement.	X	X			All classroom teachers	(as per SPA 1)	1,2,3
A,B	Staff development on scope and sequence of mathematical concepts	Team teaching and planning timetabled Scope and Sequence Chart developed.	X	X	X	X	Mathematics committee All classroom teachers		1, 2
A,B, C	Implement targeted programming and teaching activities to address areas of weakness identified by 2009 NAPLAN data analysis.	SMART Data analysis reflected in teaching programs. APs supervision and feedback.	X				All classroom teachers	(as per SPA 1)	1
A,B	Development of grade programs to focus on areas highlighted as areas of need by NAPLAN analysis.	Greater percentage of students in proficient bands on NAPLAN results in Yr 3 & 5 Team teaching and planning timetabled		X			All classroom teachers	(as per SPA 1) NP Casual \$9240	1, 5
A	Teachers (K-4) undertake <i>Count me in too</i> training and strategies included in teaching programs.	Further implementation of CMIT throughout the school by trained staff K – 4.	X		X		All K-4 classroom teachers	TPL \$2500 NP TPL \$1400 NP Resources \$5000 NP Cons \$800 NP Casual \$2,640	1, 2, 4
A, B,C	Investigate in 2010 a suitable numeracy program for 2011	Investigation undertaken and recommendation made.			X		Mathematics committee / selected teacher		1,3

Intended Outcomes:

- Review and strengthen the whole school student resilience program with the purpose of developing students' self-esteem and anger management.
- Positive relationships between students.
- Development of the sense of being one school including transition programs for Pre-K → K; Yr 2 → Yr 3; Yr 6 → Yr 7 at LHS.
- Students and parents value the importance of regular, on time attendance at school.
- Parents understanding of educational programs improved.
- Parents increased satisfaction with school learning experiences.

Target/s:

- A. Reduce the perception of bullying in the school reported in surveys and focus groups.
- B. Increase % of students and parents engagement in whole school activities in both social and learning contexts.
- C. Increase the engagement of ATSI students with their learning as indicated by their NAPLAN results.
- D. Reduce unexplained absences from school (2009 Term 4 37%) and school Average Attendance rate is improved.

	Strategies	Indicators	Timeframe				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
C	Join with other schools to release a position at DP level to facilitate professional learning focussed on quality teaching and learning for Aboriginal students centred on the 8 Ways of Knowing.	All staff are aware of the 8 Ways methodology. Teaching/learning programs reflect, where appropriate, integration of 8 Ways processes/strategies.	X	X	X	X	Principal WGEC	NP Contribution \$2382.60	1
A, B	Review Student Management scheme → develop and identify student support system changes	Student Management system updated and suitable recording system in place.	X		X		Principal LST Exec	NP Cons \$100 NP TPL \$197 NP Casual \$660	2, 3
C	Enhance working relationships and community links with local Indigenous community to support student learning.	Learning communities and ATSI families engage in collaborative planning.	X	X	X	X	Executive CLO SAO AEW	NP Staff \$10,027 NP Utilities \$300 NP TPL \$1,000 NP Other \$400 NP Resources \$1,200	3,4,6
A	Review and run a student resilience program, such as <i>You can do it</i> , <i>FISH</i> . Self-esteem program <i>Cool kids</i> and <i>Bodywise</i> .	Reduced number of parent surveys raising bullying as an issue (2008 surveys – (7/100))	X	X	X	X	All classroom teachers	Global \$1000 TPL \$2000 NP Casual \$13,200 NP TPL \$396 NP Cons \$1200 NP Resources \$1,000	6
	The SDO invited to lead an evaluation of a present program within welfare.	Welfare program reviewed, strengths and issues identified. Further development planned.		X					
A,B,C,D	Targeted programs developed to enhance students' talents and to support student welfare issues.	Timetabled activities time.		X			GATS co-ordinator AEW	NP Casual \$3,960 NP Resources \$5000 NP TPL \$1,000	3, 4, 6

C	WGEC investigate bus behaviour strategy • P.B.L. training with bus company	Investigation undertaken and reported back to WGEC	X				WGEC Principals	NP Casual \$2,640 NP Utilities \$200 NP TPL \$800	5
B,C	Review present non - attendance practice	Attendance practices reviewed, areas to be strengthened identified and improvements planned.	X				All classroom teachers APs	NP Casual \$1,980 NP Utilities \$300	5, 6
	Review Policy and Act to review teachers' responsibility for attendance. • Staff training undertaken for phone protocol	TPL undertaken and registered	X				HSLO		5, 6
	Implement Assistant Principal and Principal letters for students of concern. Web Attend trialed and assistant employed to assist with teacher training.	Improved attendance rates for all students	X				APs	NP Staff SAO \$19,250	5, 6
	Development of support programs for students/families at risk of suspension.	Improve student attendance levels. Incorporate more varied and engaging teaching activities to address increased student engagement	X	X			LST All teachers CLO AEW	NP TPL \$1500 NP Other \$500 NP Utilities \$400 NP Resources \$950	
	Parental workshops conducted in key KLA areas.	Parents attend workshops. Improved parent communication	X		X		Literacy & Numeracy coordinators and committees CLO	NP Casual \$ 1,320 NP Other \$300 NP Utilities \$1100 NP Cons \$200 NP Resources \$2000	6
B	Community Liaison Officer person employed	Person employed and duties undertaken		X		X	Principal P & C	NP Staff \$23,563	6
B	Review Homework policy. Investigate use of self paced activities online for Homework (Moodle)	Review under taken and recommendation re online activities made.		X				NP TPL \$400 NP Casual \$1,320	
B	Investigate feasibility of a Homework centre at CPS.	Students, parents and staff aware of the Homework Centre. Students attending.		X			Executive CLO	NP Resources \$1,200 NP Cons \$600 NP Utilities \$1000 NP Other \$500	3
B	Investigate the implementation of the DET P.B.L. (Positive Behaviour for Learning) program for 2011.	Recommendation and preview of P.B.L. presented to a staff meeting			X		STLA Counsellor LST	TPL \$700	3, 5, 6
D	Increase in number of Year 2 classes in Term 3 and 4 on Primary site as part of their transition program to Year 3 in 2011.	Lessons take place on Primary site. RFF timetable structured to enable Yr 2 lessons on Primary site			X	X	Principal Yr 2 teachers RFF teachers		3, 4, 6, 5
B	Review operation of LST. LST Co-ordinator to attend interagency meetings and coordinate communication and contact with WBU	LST co-ordinator visits other schools. Meetings attended and reports made back to executive	X	X	X	X	LST Coordinator	NP Casual \$1,980 NP TPL \$400	3, 5, 6
B	Expand playgroup attendance	Increase in number of families represented at playgroup on a regular basis.	X	X	X	X	Principal ES1/ S1 AP CLO Families NSW		6
A, B	Stage timetabled times for program development	Team teaching and planning timetabled	X		X		Principal APs	NP Cons \$500 NP Utilities \$400	1,2,3

Intended Outcomes:

- Increase students' understanding of ICT skills through explicit teaching.
- Teachers' IT skills are developed as indicated by the CLAS survey

Target/s:

- A. Increased usage of computers in classroom teaching and learning as evidenced in classroom programs.
- B. 60% of students will achieve stage appropriate outcomes in ICT as per school sequential skills program by 2011.
- C. Increase teachers' computing skills and capacity to conduct whole class IT lessons.

	Strategies	Indicators	Time Frame				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
A, B, C	Join with other schools to release a Connected Learning position at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practice.	Classroom programs indicate teaching strategies which make appropriate use of technology Observation of classroom practice indicates more effective usage of interactive technology in teaching and learning.	X	X	X	X	Principal WGEC	NP Contribution \$15,486.90	1
A	TPL opportunities undertaken by all staff in use of IT in teaching & learning activities.	Teaching programs include ICT skills / activities in all KLAs Evidenced in classroom programs, DASA and CLAS surveys.	X	X	X	X	All classroom teachers	TPL \$3000	1, 2
C	Development of ICT explicit teaching skills through professional learning activities.	Scope and sequence chart developed and implemented.	X	X			All classroom teachers	TPL \$1,500 NP Casual \$2,640 NP Cons \$700 NP Utilities \$2000	2
B	ICT committee members meet to develop stage based scope and sequence chart reflecting KLAs.	Professional learning activities organised and implemented.	X	X	X	X	Technology committee	TPL \$600	2
A	Use of interactive whiteboards in classrooms by both teachers and students. Purchase and install whiteboards and projectors in Libraries.	Students use the internet to enhance learning, using lessons on TaLe etc.	X	X	X	X	ICT & Finance committee All classroom teachers	NP TPL \$4000 NP H/WARE \$4,000	2
A, B, C	Computer pod developed to facilitate whole class IT instruction.	Connected classroom bookings increase	X	X	X	X	All classroom teachers	TPL \$3000 Computer Grant \$3000	3
A	Purchase up-to-date educational software with site licences. District ICT staff used to assess school IT facilities.	School ICT facilities assessed. Recommendations published to staff.					Computer Co-ordinator KLA committees	Global \$2000 NP resources \$9,800	
A	Investigate the use of Moodle (www.denisoncollege.nsw.edu.au) in providing further activities	Report to all staff. Trial undertaken in some classes.	X	X			All classroom teachers	(as per SPA 1)	2, 3

Intended Outcomes:

- Teacher capacity to improve students' learning outcomes is strengthened.
- Enhanced capacity to lead - curriculum committees, professional development
- Teachers' awareness of Institute of Teachers standards strengthened

Target/s:

- Teachers implementing teaching strategies according to findings from SMART data analysis.
- Increase teachers' IT skills and their implementation in their classroom as evidenced in their classroom programs.
- Increase in higher order thinking tasks as evidenced in classroom programs.

	Strategies	Indicators	Time Frame				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
A, B	Join with other schools to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.	Structured in-school leadership programs established. Evidence in class programs that programming has been informed by student learning data Staff utilise networks beyond their own school and beyond their own learning community to support teacher professional learning.	X	X	X	X	Principal WGEC	NP Contribution \$21,840.50 NP Other Sem1 2010 \$5,415	1,2,4,5
C	Ensure the Quality Teaching Model is implemented in the classroom and demonstrated in teaching programs	APs supervision Student engagement survey – quality of learning area.	X	X	X	X	Professional Learning committee Assistant Principals	NP Casual \$3,960 NP Resources \$1,800 NP TPL \$1500	4,3,2,1
A, B	TPL opportunities provided following NAPLAN review for literacy development utilising SMART data and teaching strategies as provided by EMSAD.	Teachers demonstrate understanding of SMART data in surveys, profession discussion and programming.	X	X	X	X	All classroom teachers	TPL \$2500	1, 2
C	Staff development on scope and sequence of mathematical concepts. TPL opportunities provided to enhance staff Numeracy skills.	Team teaching and planning timetabled Scope and Sequence Chart developed. TPL Register.	X	X	X	X	Maths committee All classroom teachers NP Mentor	TPL \$1500 (as per SPA 1)	1
B, C	Greater use of technology and interactive whiteboards to engage technology learners and diversify learning experiences.	Professional learning activities developed and implemented. Specific TPL for IWB usage.	X	X	X	X	All classroom teachers		3

	Strategies	Indicators	Time Frame				Responsibility	Resource Allocation & Funding source	Reform
			T1	T2	T3	T4			
B, C	Development of ICT explicit teaching skills through professional learning activities.	Scope and sequence chart developed and implemented.	X	X			All classroom teachers	TPL \$1500	2
C	Executive attend WGEC meetings	Minutes note executive's attendance	X	X	X	X	APs Principal	NP Casual \$1980 NP Other \$150	1
C	Staff training undertaken for phone protocol	TPL undertaken and registered	X				HSLO		
A	Join with other schools to release an executive member to facilitate the implementation of NP protocols of the situational and data analysis to improve the availability of high quality teaching and professional development in areas of data analysis to meet student needs	Situational and data analysis completed and school plan reviewed and modified to include NP reforms					Principal Staff team members	NP Casuals \$6,810 NP Resources \$3,280 NP Seeding grant \$5000 NP Cons \$300	1,2,4,5